DOCUMENT RESUME

ED 375 041 SO 024 339

TITLE	Violence in the Schools: Developing Prevention Plans. Staff Development Training Manual. Exercises in Participation Series.
INSTITUTION	Center for Civic Education, Calabasas, CA.
SPONS AGENCY	American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; Constitutional Rights Foundation, Los Angeles, Calif.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Inst. for Citizen Education in the Law, Washington, DC.; Phi Alpha Delta Law Fraternity International, Washington, DC.; Social Science Education Consortium, Inc., Boulder, Colo.
PUB DATE	May 94
NOTE	30p.
AVAILABLE FROM	Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Citizenship Education; Discipline; Educational Environment; Elementary Secondary Education; Law Related Education; *School Security; Social Studies; *Staff Development; *Training; *Violence

ABSTRACT

This training manual complements the textbook "Violence in the Schools: Developing Prevention Plans." The curriculum introduces students to the democratic process by involving them in the development of a prevention plan for treating the problem of violence in their school. The manual guides trainers in designing and implementing teacher training programs to assist teachers as they initiate this interactive program in civic education. After explaining how to arrange a training session, the guide suggests two possible schedules for training sessions, depending on whether 3 hours or only 75 minutes are available. As a means of introducing teachers to the program, the manual provides a sample lesson plan on the causes of violence in schools. The appendix includes an evaluation form for the training session, a planning checklist, a form for recording training sessions, and a participant sign-in sheet. (JD)

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STAFF DEVELOPMENT TRAINING MANUAL

Violence in the Schools: Developing Prevention Plans

Exercises in Participation Series

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Violence in the Schools: Developing Prevention Plans

Exercises in Participation Series
May 1994

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INTRODUCTION

The primary goal of staff development is to familiarize teachers with the rationale, objectives, content and methods of the *Violence in the Schools: Developing Prevention Plans* instructional materials. These materials are part of the Center for Civic Education's **Exercises in Participation Series.**

The purpose of this manual is to guide the trainer in designing and implementing awareness and staff development which demonstrates the instructional program for upper elementary and middle school teachers. The guidelines offered in this manual establish minimum standards for good teacher in-service as part of the *Violence in the Schools: Developing Prevention Plans* curriculum. There are many other ideas that can be used to enrich the presentation.

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Youth for Justice
The National Program

Violence in the Schools: Developing Prevention Plans was developed by the Center for Civic Education under the auspices of its grant from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Education. The curriculum is a part of the **Youth for Justice** national effort.

Youth for Justice is the Office of Juvenile Justice and Delinquency Prevention's national, coordinated law-related education (LRE) program. The title, **Youth for Justice**, reflects the program's commitment to involving young people directly in identifying and implementing solutions to the nation's epidemic of violence. **Youth for Justice** is a national law-related education program that strives for safe, disciplined and drug-free schools and communities. The approach to achieving this goal is to teach young people about the law so that they can lead their lives within the law.

Youth for Justice is a collaborative effort of five national organizations: the American Bar Association Special Committee on Youth Education, the Center for Civic Education, the Constitutional Rights Foundation, the National Institute for Citizen Education in the Law, and the Phi Alpha Delta Service Center. The Social Science Education Consortium (SSEC) conducts assessment of the **Youth for Justice** program.

These organizations have been working together since 1989 in this national effort which was originally known as the Law-Related Education National Training and Dissemination Program (NTDP). As the **Youth for Justice** program, they continue the national network affiliation of state-wide programs.

Persons interested in learning more about the **Youth for Justice** program should contact:

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Exercises in Participation Series

Violence in the Schools: Developing Prevention Plans is the second title in the **Exercises in Participation Series** developed by the Center for Civic Education. The first publication in the series is *Drugs in the Schools: Preventing Substance Abuse.*

The intent of this series is to motivate and enable young people to enjoy the rights and accept the responsibilities of citizenship. The **Exercises in Participation Series** introduces and trains students in the methods and procedures used in our political process. These instructional materials help students to

- learn policy-making processes
- develop concrete skills and the foundation needed to become responsible participating citizens
- develop effective, creative communications skills
- develop more positive self-concepts and confidence in exercising the rights and responsibilities of citizenship

Rationale of the series

Democracy is self-government and self-government requires effective citizen participation. The ultimate goal of citizenship education is to enable students to become competent and responsible participants in our constitutional democracy.

One component of effective, responsible citizenship is the disposition and ability to monitor and influence public policies. Public policies are embodied in the rules, decisions, and actions of government. But policies of many other institutions such as corporations, labor unions, religious organizations, and schools also have a public character and significantly affect citizens' lives.

For young students, learning experiences in democratic participation need not be confined to those associated with government at local, state, and national levels. Many of the skills and knowledge needed for competent and responsible citizenship participation are the same skills and knowledge required for governance of classrooms and schools. Therefore, engaging young people in the issues that directly affect them in these areas begins to develop the necessary knowledge, skills, and dispositions to be effective citizens.

Goals of the series

The goal of **Exercises in Participation** is to develop students' commitment to active citizenship and governance by

- providing the knowledge and skills required for effective
- providing practical experience designed to foster a sense of competence and efficacy
- developing an understanding of the importance of citizen participation

Characteristics of the series

The following describes the essential characteristics of the instructional program offered in **Exercises in Participation**:

- designed for use with upper-elementary and middle-school students (grades 5-9)
- includes lessons that take approximately 12-15 class periods of instruction
- includes reading and discussion as well as critical thinking exercises in each lesson
- integrates writing, graph analysis, art, and other interdisciplinary skills in the structure of the lessons
- includes instructional strategies such as directed discussions, role-plays, small group problem-solving, and cooperative learning techniques
- designed to be incorporated with social studies, language arts, or health courses
- includes student texts and a teachers guide

Organization of the series: A problem-solving model

Each title in the series explores a contemporary issue in a hypothetical middle school. Students systematically investigate the problem and create a plan or design a policy to address the issue.

The lessons are organized around an eight-step procedure. The number of lessons in each step will vary from title to title depending on the complexity of the issue. The steps in the problem-solving model, however, will not vary in that they are designed to accomplish the following:

- Step 1 - Explore and understand the current condition
- Step 2 - Review potential solutions
- Step 3 - Assess responsibilities; determine whether proposed solutions address the responsibilities
- Step 4 - Develop a vision; determine need, resources, and who should be involved; establish goals
- Step 5 - Evaluate whether solutions address needs and goals; select solutions
- Step 6 - Develop the class plan
- Step 7 - Share the class plan with others: students, administrators, parents, community members; receive feedback on the effectiveness of the plan
- Step 8 - Review and reflect on individual and class participation

Violence in the Schools: Developing Prevention Plans

Rationale

There is no question that safety and order are essential for learning to occur. Yet the problems of violence, discipline, and drug use confront students and educators to some extent every day in virtually every school in the nation. Schools must aggressively address these issues if they are to provide the safe environment and quality education necessary for a healthy and prosperous nation.

The sixth National Education Goal states, "By the year 2000, every school in America will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning." However, surveys within the last five years show that we are far from that goal. While the use of alcohol and other drugs among this nation's youth has declined in recent years, it is unacceptably high. In a large number of our schools, violence, misbehavior, and a lack of engagement in learning significantly interfere with the education process. (Adapted from *Reaching the Goals: Goal 6, Safe, Disciplined, and Drug-Free Schools*. Office of Educational Research and Improvement. U.S. Department of Education. February, 1993.)

Violence in the Schools: Developing Prevention Plans is intended to contribute to achieving National Education, Goal 6. The program is designed to involve students in

- investigating the extent of the problem of violence in schools
- examining causes and effects
- deciding who possesses responsibility for resolving the problem of violence in the schools
- creating solutions to reduce and prevent violence in the schools

Instructional objectives

As a result of participating in the instructional program, *Violence in the Schools: Developing Prevention Plans*, students should be able to

- explain the problem of violence in schools and the effect of violence on the school and community
- explain some common causes and effects of violence in the schools and decide who shares responsibility for solving the problem
- work cooperatively with others to develop solutions to the problem by creating a violence-prevention plan for a hypothetical middle school
- evaluate the plan to ensure that it achieves stated goals and does not unnecessarily infringe on other important values and interests

- take responsibility for their learning by reflecting on the effectiveness of their participation in the instructional exercises of the program
- exercise an important right and responsibility for citizenship: to explore problems and express ideas about how they might be solved

Organization

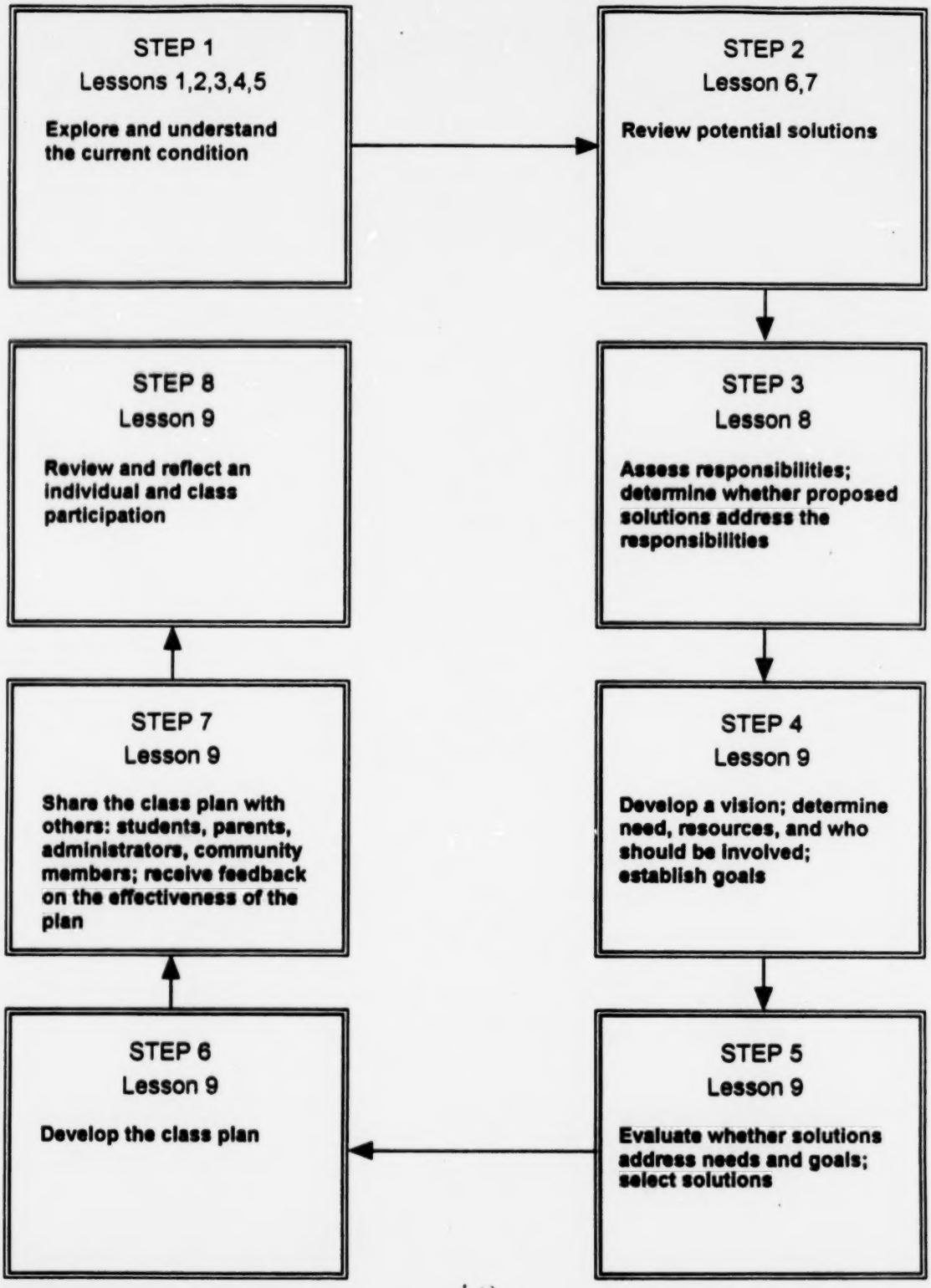
Violence in the Schools: Developing Prevention Plans consists of nine instructional lessons of varying duration. The lessons are based on the problem-solving model on the following page. Each lesson includes a reading and discussion component, critical thinking exercises, and suggestions for extending and enriching the learning experience.

The illustrations in each lesson are intended as an integral part of the instruction, either to stimulate discussion or review ideas presented.

The student text contains a glossary of terms specific to the volume to facilitate student understanding of abstract concepts and unfamiliar phrases.

This guide offers specific instructions for teaching each of the nine lessons. Each lesson plan includes an overview, objectives, needed materials and preparation, and step-by-step suggestions for implementation in the classroom. Some lesson plans suggest additional materials designed to enrich student understanding of the concepts.

PROBLEM-SOLVING MODEL


STEP 1
Lessons 1,2,3,4,5
Explore and understand the current condition
STEP 2
Lesson 6,7
Review potential solutions
STEP 3
Lesson 8
Assess responsibilities; determine whether proposed solutions address the responsibilities
STEP 4
Lesson 9
Develop a vision; determine need, resources, and who should be involved; establish goals
STEP 5
Lesson 9
Evaluate whether solutions address needs and goals; select solutions
STEP 6
Lesson 9
Develop the class plan
STEP 7
Lesson 9
Share the class plan with others: students, parents, administrators, community members; receive feedback on the effectiveness of the plan
STEP 8
Lesson 9
Review and reflect an individual and class participation

Planning a Training Session for
Violence in the Schools: Developing Prevention Plans

This section covers considerations for designing a staff development session using *Violence in the Schools: Developing Prevention Plans* materials. A planning checklist, participant sign-in sheet, and evaluation form can be found in the appendix.

Arranging training sessions

A good place to start may be at the local school or school district. Staff development or teacher in-service days provide convenient training opportunities. Contact the building principal, the district social studies specialist, the specialist for staff development, or the district superintendent.

Getting an audience

There are a variety of ways to generate interest in attending in-service training. Traditional methods include distributing flyers, speaking at faculty meetings, and talking to building principals and administrators. Some trainers rely on their network of colleagues, or make phone calls to potentially interested teachers.

The recruitment campaign may target a perceived need in the school or community. Teachers are generally interested in a range of issues such as motivating students, instructional methodology, skills development, and teaching content. An appeal to the concerns and needs of potential participants is generally an effective method for generating interest in the program.

Identify the needs of an audience

The more a trainer knows about an audience the better. Identifying the motivations, needs and interests of participants is an important first step in planning. Review the potential participant list. Determine (1) who is attending, (2) why they are attending, (3) how participants might use the materials, and (4) what interests or concerns each person may have about the program.

Setting goals

Once the needs of the audience have been determined, the next step is to develop a set of goals for the session. This is important because it establishes the character and direction of the session.

The key question a trainer should ask is, "What do I want participants to know or be able to do by the conclusion of this session?" Participants should leave the session with an understanding of the goals and rationale of the program, how a lesson works under simulated conditions, the role of community resources, and how participants can integrate the materials into regular instruction.

The following statements are an example of general goals for a training session in the *Violence in the Schools: Developing Prevention Plans* materials:

- To familiarize participants with the rational and goals of the *Violence in the Schools: Developing Prevention Plans* program
- To demonstrate a lesson which illustrates the use of the content and methodology in the classroom
- To demonstrate the use of critical thinking and citizenship participation skills within the materials
- To explain and explore how participants can integrate the materials into their regular instructional program

Designing an agenda

In designing an agenda there are several considerations to keep in mind. One critical factor is time—there is rarely enough of it! Most training sessions in the *Violence in the Schools: Developing Prevention Plans* program are from one- to three-hours duration. The trainer should carefully plan how to use the allotted time.

Plan time to introduce the presenters and the participants. Allow time to explain the goals of the session and to give an overview of the agenda. Some time should be devoted to an explanation of the materials. The bulk of the time will be used in demonstrating a lesson(s) from the materials. After the lesson demonstration, plan time to discuss the content of the lesson and the skills developed.

The following pages provide some sample agendas that have been used successfully by other trainers. The trainer may use these samples as they appear or tailor them to their particular circumstances.

Sample Agenda

75 minute session

(5 min.) Introductions, goals of the session, and agenda overview

(2 min.) Rationale and goals of the *Violence in the Schools: Developing Prevention Plans* curriculum

(5 min.) Lesson One: What is your opinion about the causes of violence in our nation? Overview and lesson objectives

(15 min.) Lesson Two: How serious is the problem of violence at Madison Middle School?

Have the group read pages 7-9 of the student book. Briefly discuss the problem of violence at Madison Middle School. Divide into small groups representing each of the interests described on page 10. For example, group 1 will represent the students, group 2 the teachers, etc. Ask each group to determine their concerns about the violence problem at Madison Middle School. Each group should choose a spokesperson and report its concerns. Allow each group to report, briefly.

(5 min.) Lesson Three: What can you learn from newspapers about the national problem of violence and violence in schools?

Lesson Four: How serious is violence in the nation? How can we use statistics to help answer this question?

Lesson Five: What are some other ways to gather information about violence in our nation and its schools?

Give a brief overview of each lesson.

(20 min.) Lesson Six: How can we find solutions to the problems of school violence?

Lesson Seven: What makes a good rule?

Lesson Eight: What should you consider in creating a plan to prevent violence at Madison Middle School?

Have the group read pages 40-42 in Lesson Six. In small groups, have them respond to two or three of the proposals listed on pages 43 and 44. Ask them to share their responses with the entire group. Walk through the section on peer mediation in Lesson Six. Also walk through Lesson Seven. Place special emphasis on Lesson Seven because it is important to developing prevention plans in Lesson Nine. Finally, walk through Lesson Eight, taking care to emphasize the school's responsibilities in addressing the violence problem at Madison Middle School. Point out the characteristics of the instructional activity on pages 63-68.

(15 min.) Lesson Nine: How can your class develop a violence-prevention plan for Madison Middle School?

Have participants read pages 69-70. Divide into three groups and assign the first group "Prevention," the second group "Discovery," and the third group "Remedies." Ask each group to record its plan on chart paper. Post the chart paper and ask each group to present its ideas. Explain that the next step is to create a plan incorporating the ideas generated by each group.

(5 min.) Debrief

Evaluate the ideas proposed by each group, using the evaluation checklist provided on page 74 of the student text. The checklist incorporates the analytical framework that helps students think critically and develop reasoned and responsible positions on the issues at hand. Walk through the remainder of Lesson Nine, pointing out the Constitutionality Checklist, the presentation plans, and the reflecting on your learning section.

(3 min.) Closure, questions and answers, and evaluation

Sample Agenda

3 hour session

(5 min.) Introductions, goals of the session, and agenda overview

(10 min.) Introduction to *Violence in the Schools: Developing Prevention Plans*
Review the introduction on pages 1-2 with the group.

(5 min.) Lesson One: What is your opinion about the causes of violence in our nation?
Objectives, overview, and discussion

(25 min.) Lesson Two: How serious is the problem of violence at Madison Middle School?

Have the participants read pages 7-9. Briefly discuss the violence problem at Madison Middle School. Divide into small groups or pairs and have each represent one of the groups listed on page 10. For example, group 1 will represent students, group 2 the teachers, etc. Ask each group to determine their concerns about the violence problem at Madison Middle School. Each group should choose a spokesperson and reports its concerns. Allow each group to report briefly.

(5 min.) Lesson Three: What can you learn from newspapers about the national problem of violence and violence in schools?

Lesson Four: How serious is violence in the nation? How can we use statistics to help answer this question?

Lesson Five: What are some other ways to gather information about violence in our nation and its schools?

Give a brief overview of each lesson.

(20 min.) Lesson Six: How can we find solutions to the problems of school violence?

Lesson Seven: What makes a good rule?

Have the group read pages 40-42 in Lesson Six. In small groups, have them respond to two or three of the proposals listed on pages 43 and 44. Ask them to share their responses with the entire group. Walk through the section on peer mediation in Lesson Six. Also walk through Lesson Seven. Place special emphasis on Lesson Seven because it is important to developing prevention plans in Lesson Nine.

(15 min.) Break

(35 min.) Lesson Eight: What should you consider in creating a plan to prevent violence at Madison Middle School?

Have students read pages 56-62. Divide the group into six smaller groups and assign each one of the proposals on page 63. Ask the groups to complete the evaluation form on pages 64-68. Have the groups share their responses.

(35 min.) Lesson Nine: How can your class develop a violence-prevention plan for Madison Middle School?

Give an overview of the lesson and emphasize its importance as the culminating activity. Have participants read pages 69-70. Divide into three groups and assign the first group "Prevention," the second group "Discovery," and the third group "Remedies." Ask each group to record its plan on chart paper. Post the chart paper and ask each group to present its ideas. Explain that the next step is to create a plan incorporating the ideas generated by each group.

(15 min.) Debrief

Evaluate the violence-prevention plan proposed by each group using the evaluation checklist provided on page 74 of the student text. The checklist incorporates the analytical framework that helps students to think critically and develop reasoned and responsible positions on the issues at hand. Have students read the Constitutionality Checklist on pages 76-78. Have them apply the checklist to their plan. Walk through the remainder of the lesson.

(10 min.) Closure, questions and answers, and evaluation

Evaluating the session

The trainer will want to determine how well the activities achieved the goals of the session. The evaluation can also determine what follow-up activities are needed.

The evaluation instrument should derive directly from the objectives of the session. Most staff development evaluations include both a close-ended format where the participant selects from choices provided and an open-ended format which requests written responses.

It is advisable to collect evaluation date immediately following the session. A sample evaluation form may be found in the appendix. Trainers should modify this form in accordance with their own goals for the session.

When reporting your training sessions to the Center for Civic Education, please include the participant list, a copy of the agenda, and a summary of the evaluations.

Demonstrating Lessons

Effective training of teachers should include the demonstration of materials which they are expected to teach in their classrooms. Teachers should be familiar with the methodology, particularly small group work and cooperative learning techniques, as well as the critical thinking and citizenship participation skills developed by the materials.

The following discussion outlines some basic steps that help structure a lesson demonstration. They are based on the principle that trainers should model the behavior teachers are expected to replicate in the classroom.

To be most effective, a trainer needs to involve participants in a lesson so they will experience the lesson as learners. It is equally important to discuss the lesson from a teacher's perspective. To address the participants as both student and teacher, the lesson needs to be set up carefully, including an activity and a debriefing.

The set-up

The set-up is the opening of the lesson. It should include an explanation of the lesson **objectives**, instructional **procedures**, and a **focuser (anticipatory set)**.

The **objectives** should answer the question, "What are the goals of this lesson?" If possible, the objectives should be result oriented and focused on the participants.

Briefly describe the **procedures** that will be implemented to help the participants accomplish the objectives. An easy way to differentiate between objectives and procedures is with two organizing questions: **Where are we going? (objectives)**, and, **How will we get there? (procedures)**. Typically, explaining the procedures is very brief. For example: "First, we will examine the violence problem at Madison Middle School and discuss the responsibilities of students, teachers, administrators, and the community. Then you will be divided into groups. Each group will develop a plan to help solve the problem at this fictitious school. After the plans are completed, each group will share their plan. We will then debrief the lesson and analyze how it would work with students."

The **focuser** or **anticipatory set** is often a question or statement followed by a brief discussion to spark participants' interest in the content or the instructional methods. Try to relate to participants' previous experiences when doing this. A question as simple as "What is your opinion about violence in schools?" would suffice.

Interactive component

This is the actual lesson demonstration part of the session. In general, it is a good idea to have participants actually do the interactive component of a lesson. For example, if the lesson includes reading, a simulation, and a writing assignment, the demonstration should involve the participants by having them do at least a portion of the simulation.

Since it is rare to have a session lengthy enough to show a complete lesson, the trainer should set a particular activity within the context of the full lesson. For example, if students are supposed to read a lengthy explanation of the school's responsibilities before creating a violence-prevention plan, give the participants a brief explanation of what is in the reading before they begin.

It is important to model effective teaching. Be particularly careful about giving clear and concise instructions for group work. Monitor the small group, keep participants on task, and carefully structure each part of the lesson so you have enough time to accomplish the objectives.

Double debrief

This is the evaluation portion of the lesson demonstration. Debrief as a teacher would with students—What did they learn? The lessons already include evaluative questions. Although it is rare to have time to go through them all, asking one or two questions can be an effective way of debriefing. As an alterative or follow-up, it is helpful to have the teachers identify what questions they themselves might ask their students.

Double debrief—have teachers evaluate the lesson from the teacher's perspective. This is a key element of lesson demonstration—it is vitally important to save enough time at the end of the session for this. These questions work well with the double debrief:

- What are the strengths of the lesson? What made it work?
- What obstacles are there to successful use of this lesson? How could these obstacles be overcome?
- Where would this lesson fit into your curriculum?
- How could outside resource people be used with this lesson?
- What follow-up homework could you assign after this lesson?

Selecting lessons

It is best to demonstrate lessons that illustrate what the program is designed to accomplish. While all the lessons are good, there are several key lessons which best illustrate the *Violence in the Schools* curriculum.

The following page(s) contains a sample demonstration lesson plan. The lesson is offered as a guide and should be adapted to your needs and goals. Each plan includes the objectives of the lesson, materials, procedures for instruction, and sample questions for debriefing.

1 What is your opinion about the causes of violence in our nation?

Lesson Overview

In this lesson, students will begin to explore their attitudes about violence and the causes of violence in our nation. Students will express and clarify their individual opinions about this issue. Students will explore the diversity of opinions among their classmates and will attempt to achieve group consensus on what might be the most common causes of violence in the United States.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. explain their individual opinions about what might be some of the causes of violence in our nation
2. describe the opinions of others in the class about the causes of violence
3. develop group consensus on what might be some of the most common causes of violence
4. explain why it is important to deal with the issue of violence in the schools

Preparation/Materials Required

Student text pp. 3-6

Teaching Procedures

A. Introducing the Lesson

Before beginning Lesson 1, you may want to establish some ground rules for group work and class discussions. Please see p. 3 of this guide for recommendations on conducting class discussions.

Begin the lesson by reminding students of the definition of violence they learned in the introduction to the text. Ask students to describe what words come to mind when they think of the word **violence**. Record their responses on the board.

B. Introductory Exercise

Identifying Opinions About Causes of Violence

Direct attention to "Identifying Opinions About Causes of Violence" on pp. 3-4 of the student text. Ask students to individually complete their responses to numbers 1 and 2. After they have completed their work, ask them whether or not any of the words they associated with violence in the introduction to the lesson appeared in number 2 in the text.

Ask students to share their responses to both numbers 1 and 2. If a student says that he or she thinks the cause of violence in the United States is related to, for example, television and movies, ask the student to

- clarify what he or she thinks this means
- cite examples that support his or her reasoning
- describe any information he or she might have read or heard about that led to this conclusion

You may want the class to complete number 2 by participating in an exercise called a "Continuum." If so, prepare five signs (Strongly Agree, Agree, Don't Know, Disagree, Strongly Disagree) and post them along one wall in the classroom in advance of the lesson. The continuum represents polar and intermediate positions on whether movies, for example, cause violence among young people.

Explain to the class that you are asking them to demonstrate their thinking about the causes of violence by physically taking a stand along the continuum. The picture on p. 5 of the student text illustrates how a continuum exercise works. You may want to direct attention to this illustration.

Begin the exercise by asking the class whether or not they think television and movies are a cause of violence in the United States. Next, ask students to take a position along the wall nearest the sign that most closely reflects their thinking. If your

class is too large, select a smaller number of students (8-10) to respond to different items in the exercise, ensuring that all students have an opportunity to participate.

After students are in position, ask questions to help them clarify their stand on the continuum. For example:

- When you say you agree that a cause of violence is television and movies, what does that mean? What examples can you cite that have influenced your position?
- Why did you "agree" rather than "strongly agree?" When you say, "don't know," what questions would you like to ask (or what information would you like to have) to help you decide?

As students clarify their thinking about an issue, encourage them to change their positions along the continuum. Repeat the process and questioning sequence with the remaining items in the exercise.

Remember that the purpose of this introductory exercise is to help students understand and clarify their individual perceptions and attitudes toward the problem and causes of violence in our society. At this point they should not have to defend their positions or argue whether or not one person's position is more valid than another's.

C. Reading and Discussion

Exploring Opinions About Causes of Violence

For "Exploring Opinions About Causes of Violence" on p. 4 of the student text, have the class work in groups of five students each. Ask each group to select a recorder to keep notes on key points in their discussion and a spokesperson to share the group's responses with the class. All students, however, should keep notes on their discussion since they might be called on to assist the spokesperson.

Next write the words **consensus** and **dissent** on the board. Explain that the goal of this exercise is to reach a group consensus or agreement about which two or three words best represent the group's attitudes about the most common causes of violence in our nation. Individuals may dissent or disagree with the majority in their group. If a group cannot achieve consensus, ask individuals to note why they disagree with the majority opinion.

Have each group work together to complete numbers 1, 2, and 3. To encourage full participation, you may wish to distribute two 3 x 5 cards to each student. Each time a person speaks, he or she should hand a card to the group spokesperson. All cards must be used by the end of the group session. This learning technique will help maximize student participation. In addition it will reinforce the idea that each individual's opinion is important and should be valued.

D. Reading and Discussion

Sharing Opinions About Causes of Violence

Reassemble the class and ask each group spokesperson to explain their group's discussion and opinions. Students from other groups may question or comment on these reports. Encourage other group members to offer additional information that might help clarify or amplify the spokesperson's presentation. If the group was unable to reach a consensus of opinion, be sure to ask those with dissenting points of view to express them. Also encourage other students in the class to ask questions or offer comments on each group's report.

At the conclusion of the presentations, ask the class to determine which items were most frequently selected as the causes of violence in the United States. Ask the class to think about what factors might have influenced their thinking about the causes of violence in our society. Ask students to summarize this part of the class discussion in the space provided on p. 5 of the student text or on a separate piece of paper.

E. Concluding the Lesson

Re-thinking Your Opinion

To conclude the lesson, ask each student to record his or her opinion as directed in "Re-thinking Your Opinion" on p. 6 of the student text. Ask students to share their responses with the class. On the board, create a list of reasons the class thinks it is important for students to deal with the issue of violence in the schools. You may want to save this list for future reference or use when students are preparing their violence-prevention plans (Lesson 9) for Madison Middle School.

Direct attention to the illustration on p. 6 of the text. Ask the class to respond to the caption, "How might information about weapons and their misuse influence opinions about violence in our nation?"

Finally, ask students to reflect on the various positions they heard during the discussions. Ask them to answer the questions in "Reviewing and Using the Lesson" on p. 6 of the text. Have them share their responses with the class.

Have the class save their responses to the items in this lesson. After students examine the information on the causes and effects of violence presented in Lessons 3, 4, and 5, they should compare their earlier thinking on this issue with their responses after studying the statistical data.

Appendix

EVALUATION FORM

In-service Training Program

Please indicate the extent of your agreement with the statements below, using the following scale:

5 = agree strongly	4 = agree	3 = agree somewhat	2 = disagree	1 = disagree strongly

1. In general, this workshop provided me with useful preparation for teaching the *Violence in the Schools: Developing Prevention Plans* materials. _____
2. The discussions of the instructional content and methods were useful. _____
3. The demonstrations of classroom activities were useful. _____
4. I have confidence in my ability to teach the *Violence in the Schools: Developing Prevention Plans materials.* _____
5. I had ample opportunity to have my questions answered during the course of the workshop. _____
6. What were the strengths of the workshop?

7. What were the weaknesses of the workshop?

8. What suggestions do you have for improvement?

9. Do you have any further training needs? Please specify.

10. Additional comments, suggestions, questions:

PLANNING CHECKLIST

Check each of the following questions. If the explanation to any item is vague, reexamine the agenda and make adjustments accordingly.

Before Planning

	YES	NO
1. Collect and evaluate background information on the participants. Who are the participants? Why are they coming? What are their needs?		
2. Did you use this information in planning the agenda?		
3. Identify what participants should be able to do as a result of the workshop.		
4. Did you clearly state the goals and expected results of the program?		
5. Determine if the expected outcomes are appropriate for most participants.		

During Planning

	YES	NO
1. Did you plan a way to communicate the goals of the workshop to participants?		
2. Did you provide a variety of activities: lectures, lesson demonstrations, visuals?		
3. Did you provide time for participants to discuss and evaluate the content and methods they have learned?		
4. Did you arrange for necessary materials, brochures, equipment and supplies?		
5. Did you decide to provide refreshments and provide for other personal needs.		

Evaluate the Agenda

	YES	NO
1. Do participants have a clear understanding of the content and methods of the curriculum and how to implement it in their classrooms?		
2. Do you understand the alternative culminating activities?		
3. Have participants developed a method of using the program in their classrooms?		
4. Do participants know how to get additional assistance in using the program?		

Implementing the Workshop

	YES	NO
1. Clarify your expectations that teachers will participate in the dual role of students and as teacher/observers.		
2. Modify the agenda, if necessary, to meet unforeseen needs of the participants.		
3. Relate instruction to the participants' classroom environments.		

Concluding the Workshop

	YES	NO
1. Will you provide an opportunity for participants to evaluate whether the goals or expected results were achieved?		
2. Will you provide an opportunity for participants to request additional assistance in implementing the program in their classrooms?		
3. Will you provide school administrators with information about the workshop and possible ways they might support teachers in implementing the curriculum or participating in the culminating activities?		
4. Will you provide an evaluation summary and participant list to the state coordinator and the Center for Civic Education?		

YOUTH FOR JUSTICE LAW-RELATED EDUCATION

CONFERENCE AND TRAINING RECORD

The purpose of this record is to document the LRE training and outreach activities in your state that are conducted under OJJDP auspices. This information will be used to determine the number of types of educators/ resource persons who attend such trainings and the extent to which each state fulfills its Youth for Justice contract.

Instructions: This form should be completed for EACH training session/workshop conducted under OJJDP auspices. Please attach an agenda (or brief description of the activity) and participant sign-in sheets for EACH training activity/session.

1. Trainer/Presenter:_____Phone (___)_____
2. Date of Activity:_____
3. Location of Activity: City_____State _____ Zip_____
4. Type of Activity (check only one) Primary Focus/Topics Covered

   ___ Conference presentation to educators _____
   ___ Inservice teacher training _____
   ___ Preservice teacher training _____
   ___ Training of trainers workshop _____
   ___ Training of resource persons _____
   ___ Planning meeting _____
   ___ Other (specify)_____ _____
5. Length of Training (round to the nearest quarter hour): _____
6. Number of participants who attended (please provide numbers of attendees in each category)

   _____ Classroom teachers (elementary)
   _____ Classroom teachers (middle)
   _____ Classroom teachers (secondary)
   _____ Preservice teachers
   _____ Principals, other administrators
   _____ Other school personnel (counselors, curriculum specialists, etc.)
   _____ Judges, lawyers, police
   _____ Juvenile justice personnel
   _____ Others (specify)_____

   TOTAL: _____
7. In what capacity did you, the trainer, conduct this activity (check one):

   a. ___ Grantee Staff (circle one: ABA, CCE, CRF, NICEL, PAD)
   b. ___ Individual trained by a national organization (circle one: ABA, CCE, CRF, NICEL, PAD)
   c. ___ LRE state coordinator
   d. ___ Other (specify)_____

PLEASE ATTACH AN AGENDA AND A PARTICIPANT SIGN-IN SHEET

PLEASE PRINT
Location:_____ Date:_____

PARTICIPANT SIGN-IN SHEET
OJJDP LRE Youth for Justice Program

Name and Address	Position/ Occupation	School/ Organization	Grade Level	Urban/ Suburban/ Rural (Circle)	Please indicate the severity of the following problems at your school VS=very severe S=severe NS=not severe	
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____
				U S R	1. Academic failure/drop out ____ 2. Behavior/discipline ____ 3. Drug/alcohol use____	4. Gang activity____ 5. Economic hardship/ poverty____